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## THE AMBLESIDE CONFERENCE.

It is most regretable that out of the 150 students on the Association books only nineteen have replied as to whether or no they purpose to attend the Conference. It is of course not easy to decide beforehand for certain, but a probability is at least something for organisation and Committee to work upon. It has therefore been found impossible to draw up any formal programme or arrange for definite papers on the given subjects. There will therefore be discussions—if possible opened by one member; and it must be left till the students assemble for the committee to arrange further details. The following will compose the committee:—

*Ex-officio.*—The Editor, R. A. Pennethorne.  
The Treasurer, L. Gray.

*Elected.*—Miss D. Bernau.  
Miss Parish.  
Miss E. A. Smith.  
Miss Brooks.  
Miss E. Wilkinson.  
Miss Allen.

It is hoped that all these may be present.

Arrangements as to lodgings, &c., must be made by each student individually.

### PROVISIONAL PROGRAMME.

1. The need for a Transition Class between II. and III.  
Miss Bernau will open the discussion.
2. The Teaching of Scripture. A Paper will be read.
3. The Reports to be issued in P.R.S. Schools.  
(Discussion.)
4. Modelled Maps for Geographical Teaching.  
Specimens will be supplied by R. A. Pennethorne.



5. Brushwork as per P.R.S. Programmes. How to obtain satisfactory original illustrations.

(All students are required to send specimens of children's work addressed to Miss Laurence at Scale How, and marked "Brush Work" outside for April 8th.)

6. The Management of P.N.E.U. Schools and Large Classes.

All students engaged in school work are *especially* asked to write their views on this subject, if they will not be present in person, to the Editor, at Mayfield, Maidstone, *before* April 6th, especially touching on—

- (a) What modifications, if any, you make in the programme.  
 (b) How to teach languages.  
 (c) On what principle do you teach art, and give picture talks.  
 (d) How can you train character in day-pupils?

7. The Large Curriculum. Why do students drop their weak subjects?

Criticism Lessons will be given by two present students, who have kindly prepared the following:

Latin as a Living Language.

Miss Mann.

Illustrations.

Miss Walters.

It is most earnestly to be hoped that many students will be present in spite of the acknowledged difficulty of an early Easter and different holiday times.

## ON NAMES.

"Brutus and Cæsar." What should be in that Cæsar? Why should that name be sounded more than yours?

Why indeed? What *was* in that "Cæsar?" Was it not the whole essence and spirit of the *man*?" Cæsar—what a world of memories that name calls up, even to us who never knew him! Memories of our schooldays, when we read the works of Shakespeare, from books old, often ragged, the margins crammed with notes, illegible, indeed, even to ourselves, but none the less useful! Memories of the theatre, perhaps even of those whom we saw act. Finally, many and varied memories of the personality of Cæsar gathered from books. Cæsar as a general, Cæsar as a soldier, Cæsar as a man. What a great piece of the world's history seems to centre round him!

Did not the modern history of Europe spring from the doings of that one man? Is it not from his writings that we learn the early history of many nations?

If to us who never knew him, the name of Cæsar means so much, must it not have meant infinitely more to those who lived with him and knew him as a man? Those Romans lived when Cæsar lived; they saw his conquests, shared his triumphs, heard him speak, and, swayed by his wondrous personality, worshipped him as a god. Can we wonder at it? If in our own time there arose a man who was to shape the course of the world's history and change the destiny of nations; to lead his armies to the conquest of the world, undaunted in the face of immense difficulties; surmounting all obstacles by his engineering skill, civilising, ruling, and making nations; above all, who was to achieve all this by sheer force of character, should not we also fall down and worship? How then can Cassius say in angry jealousy, "What should be in that 'Cæsar?'" What's in a name? "A rose by any other name would smell as sweet." Yes, but it would no longer be a rose. If anyone were rash enough to change its name, that new name would mean nothing to us. What do we



mean by a "rose?" Is it not a flower of exquisite beauty and delicate perfume, its hue varying from deepest crimson, through all the shades of pink, orange, and yellow, to purest white, the very queen of flowers, giving most of its sweetness and beauty to that long, hot summer which we sometimes get.

A rose. It makes us think of little cottages, their wealth of roses climbing to the roof, covering the windows and the rustic porch; of pleasant country gardens full of roses; of bees murmuring and humming round the flowers on country hedges, thick with honeysuckle.

Is there anything more exquisitely delicately beautiful than the wild rose, its shell-like petals flushed with pink, and shading all the yellow crown within. Too fragile it seems for this rough world. The first gust of sudden wind scatters the petals and reveals the gold, or when the flower is picked the petals fall.

Change the name, call it by something new—where are the old accustomed memories? Where are the pleasant sights and sounds the name brings back to us? Gone, never to be recalled while we are here. Perhaps in after years while many generations use the name, it *will* get some of the old sweetness back; but yet it cannot well be so. Is there new sweetness can be bought to fill the new name? For the old is gone, and taken all the beauty of the flower. Thenceforth we cannot think of it with love, but only hating him who made it so, taking our memories away from us.

A name is like a book written in many languages, the title still the same, and only he who knows the language can interpret it. With people as with flowers it is the same. Change a man's name and we have changed the man—to us at least the name is all the man. How can we think of one without his name? Our thoughts are lost, as if they had no tongue to speak them out before they vanished; we are uneasy till we find the name.

The man himself, his thoughts, his person, and his actions, these make the language of his name-book. If we know the man we know the language, we can read the book. If not, the name remains unlocked to us for ever. The name of one we love, does it not mean their every look, gesture,

and word and deed? If we are far away, what memories that name calls up to us!

But as we do not read a book each time we see its name, so every time we hear a name we do not think of all that it conveys, its meaning is—though unknown to us—unread. Just as the same name is used for all flowers of one kind, so does it seem to be with people.

We always tend to associate a certain type of persons with their names. For instance, how many Maries does one meet, all gentle, good, gracious, and loving, full of thought and care for others, but withal strong with the strength often because their heart is pure.

Mary, that most beautiful of all names; how one would long to be called Mary just to get by reflection, if no other way, some of its sweetness, grace, and gentleness! Then John, too—"love"—should not a John be full of strength and grace, gentle and loving as a perfect woman, but with man's work to do, a man's strong will and power, having all interests, and keen to know, a man that one could love and trust, a counsellor and friend, "life's true philosopher, a gentleman?"

When all names mean so much, one wonders why some names were ever used. They have so many meanings—proper names—a music all their own, a meaning in the symbols that are used, and then the meaning of their languages. Some names are full of beauty; others have a double meaning—this one good, that bad, or rather ugly through old association.

Thus Lily. Is not the name beautiful? What could surpass the flower in grace and beauty except the rose? Yet as a proper name few love it, chiefly through associations found in books.

Lily was always prim and good and mild in earlier children's books; and after all, the books we read in childhood mean to us, unconsciously perhaps, far more than those we read in after years. Is it not from our early books that we glean all our fundamental thoughts of men and things? They are the most important of all books; from these a child learns much of life, and what to love or hate. A name made hateful to a child in books is always hateful, for the



prejudice remains through life, and though sometimes softened, oftener strengthened as the years roll by.

Then, to return, does not the name contain the book? Is it not the many times distilled essence of the story? I speak, of course, of novels, though the same applies with almost equal force to other books. The name contains the matter; it is the embodiment of the unlying thought or idea. If a new book is given an old name, that name serves as a link to bind the two together, and call up remembrance each of the other.

So with the names of people. Associations, memories, thoughts, seem to cling about every name and form a part of it. Let men therefore choose names wisely, carefully, and well, remembering all they mean and can convey.

E. R. T.

## "SCOUTS OF THE P.R.S."

### BURGESS HILL.

#### TRACKING.

The children in Ib. I started from school seven minutes before those in II., accompanied by Miss Goode.

Class II. had to track, follow, and if possible, catch Ib.

On leaving school we made an arrow in chalk on the wall shewing what direction we had taken.

At every place where it was possible to take more than one turning we left *some* sign.

- |                          |                          |
|--------------------------|--------------------------|
| (a) Arrow.               | (d) Footmark.            |
| (b) Fingerpost (chalked) | (e) Provisions (food).   |
| (c) A Note.              | (f) Crossed Sticks, etc. |

Example of a note:

"To P.R.S. Scouts. The enemy is pressing forward. Look out for food which they are losing in quantities by the way. Spy's message."

Where there was absolutely dry road or pavement, we

chalked round a foot, and once put one going in the wrong direction, and I am glad to say the children spied it at once.

We made our marks (*not* too big), on stones in the road, on gates, telegraph posts, fences, etc., and stuck notes (rolled up very tightly) in fences and under stones at the extreme corner of the road.

Not far from the school, we (the enemy) withdrew into an enclosure near the church, and *hid*. The followers came and passed, and finding no marks farther ahead, returned, and almost convinced us we were caught. But no, they gave up and went back to school, and were very much surprised to find us *not* there, and to see us appear five minutes or so later. I think we used about 20 signs, and were out nearly 1½ hours. Miss Goode did not assist in the finding of the signs, she left it to Class II. themselves.

The next expedition was the return match as it were—Class II. starting, and Ib tracking.

In one instance I allowed them to add on a finger post—"And the enemy." "To Keymer,—*and the enemy.*"

#### THE BESIEGED FORT.

After the first expedition the children each received a white satin badge, ornamented with the motto: "Palnam qui meruit ferat."

For every point they gain, a narrow ribbon is sewn on to the badge, a red stripe for a scout; a blue one for one of the "enemy."

If, as in the following case the feat consists of two parts, and is accomplished, the child gets a stripe embroidered with a star in the corner; and if only one part is accomplished, he has a plain stripe.

One day, upon arriving at school, the children were told that three of them were to be scouts, and the rest enemy, under a captain chosen from their number.

The school represented the camp of a relieving force, which was about to send out three scouts for the purpose of finding out how long a besieged town or fort might be able to hold out. The town was represented by a certain house in the neighbourhood (*viz.*: Miss Goode's rooms), and distant from school about seven minutes. Upon a certain table in this house lay three messages for the three scouts, should they succeed in arriving there uncaught.



The besiegers of course were the remaining seven, the enemy, under their captain. It was their object so to guard the roads to the "town," as to prevent the scouts getting there unseen; and of course if possible to catch them.

These seven were allowed five minutes private consultation, and then went out to the posts assigned them by their head.

The following rules were read before going out:—

1. No one must stand in the middle of any road.
2. No one must be nearer the school or Miss Goode's house than the nearest street corner.
3. No two people must be at the same spot.
4. The captain must walk round and change the posts occasionally.
5. Whistles may be used in case of help being needed, in the event of catching a scout.
6. There must be no shouting.
7. The enemy may chase the scouts to the gate of the "besieged town." He must not enter the house.
8. If a scout reaches the house uncaught, he will receive a stripe; and if he gets back safely, his stripe will be embroidered with a star. One of the enemy will receive a stripe for catching a scout.

As soon as the enemy had gone out, Scout No. 1 disguised herself as a grown-up, and started for the "town."

Scouts Nos. 2 and 3 crept out shortly afterwards, and lay in hiding for over half an hour.

They tried a cross-country route, but were spied in a field, chased and caught, not 12 yards from the gate of the "town."

Scout No. 1 was more successful, getting there and back uncaptured.

She passed close by three or four of the enemy, and for safety was obliged to take a very round about way into camp again.

She much surprised the enemy by going out amongst them, soon after her return, and saying: "I have got my stripe and my star!"

At the end of 1½ hours we called all the children in, and each in turn gave an account of his afternoon's experiences.

The two scouts who went together, although unsuccessful

in attaining their end, shewed from their accounts that they had used both eyes and ears to such advantage that they were able to tell a good deal about the enemy's movements; and during the half hour in which they had been in hiding at different points, had been passed by no less than six of the enemy, and had heard a good deal of conversation amongst them.

Scout No. 1 received a red stripe embroidered with a gold star.

The two captors of Scouts 2 and 3 each received a plain blue stripe.

Miss Goode, myself, and one more "responsible" person walked and bicycled along the lines during the whole time the children were out.

#### TRACKING IN COUPLES.

This expedition was almost the same as the first.

Two children, who represented the enemy, left the school with Miss Goode at 2-30. They chose their own route, unknown, of course, to any of those behind, and left signs as they went.

They kept a record of every sign they made.

They were followed at 2-35 by a couple of scouts, who in turn were followed by two more, and so on. Three out of five couples had a grown-up with them, but the scouts themselves had to do all the work.

Their object was to track the enemy, noting down every sign they could find. A stripe was to be awarded to the couple who brought back the most complete list of signs; embroidered with a star if their list compared exactly with the enemy's record. (Both children would have a stripe, not one between the two of them).

The following rule was made:—

"If one couple comes up with another, the finders of the next sign go forward, and the other couple waits until those in front are out of sight.

The signs were much the same as used previously, with the addition of a few more *natural* guides, as sticks, stones in shape of an arrow, footprints in mud, etc.

The enemy left 31 signs in all. No couple brought in a perfect list, but the two who between them collected 29 signs, each got a plain red stripe.

K. M. C.